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D. Nelipa, Dr. Sc. (Political), Assoc. Prof.,
 orcid.org/0000-0002-5363-3990,
O. Batrymenko, Dr. Sc. (Political), Assoc. Prof.,
 orcid.org/0000-0003-0211-248X,
S. Rudenko, Dr. Sc. (Ph.), Assoc. Prof.,
 orcid.org/0000-0001-9069-0989,
I. Liashenko, Cand. Sc. (Ph.), Assoc. Prof.,
 orcid.org/0000-0003-3912-2075

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine,
 e-mail: d.v.nelipa@gmail.com; oleg_batrymenko@ukr.net;
 rudenkosrg@gmail.com; irina_lyashenko@univ.net.ua

HIGHER EDUCATION MANAGEMENT IN UKRAINE: WILL GENERATION CHANGE HELP US TRANSFORM IT FASTER?

Purpose. Despite relatively successful democratic transformation in various areas, Ukraine still has little progress in reforming the system of education. Changes that are taking place (e.g. new legislation is being adopted) do not have expected effect and are often too surface-oriented. The article discusses one of the possible causes for this – high median age and long term duration of university leadership. It is argued in the work that, while senior academics in educational facilities contribute by sharing profound knowledge and experience with the students, electing leaders solely on the basis of their seniority slows the pace of reforms and causes preservation of Soviet traditions in educational governance.

Methodology. The results of the study were obtained through the application of the following methods: analysis and synthesis in the study of strategies, programs, curricula, ratings, which allow analyzing the main directions of educational and scientific activity in Taras Shevchenko National University of Kyiv; systematic and comparative methods that were used in determining the essence and peculiarities of universities leadership.

Findings. The authors argue that among many other important factors, generation change in university leadership can help the Ukrainian universities take a leap to modernization. It is beyond any doubts that, while university governance is not a single contributing factor for success, higher educational facilities will benefit from such generation change in many ways. First, being in the system for many years, current universities' leaders fail to think outside of the box and recognize the innovations that must be implemented. Moreover, since the average age of rectors, faculty deans and department chairs is rather high, in the Ukrainian situation it means that their career progressed during the Soviet era or in the first years of independence. Taking the position, they had a different model of governance and higher education in general, dominating in their mindsets, so made attempts to recreate them in their domains. Finally, most university leaders at different levels lack knowledge needed for effective modernization of their facilities such as management training or knowledge of foreign language. The only reason to be elected is based on academic merit, which is important but should be complemented by other skills as today the rector, dean and even department chair are doing more and more representative work, fundraising, media relations and others. Realities of the Ukrainian universities show that a generation change is an inevitable prerequisite for their successful transformation.

Originality. The work does not intend to discriminate a person solely on the basis of age or the number of years in office. However, with regard to the Ukrainian situation, a generation change entails more than simply kicking the older people out. It means minimizing the influence of Soviet legacy on the universities and new additions to it, created in the first post-Soviet years. Those, arguing for importance of 'new blood' in the Ukrainian governance at all levels, often state that the young and unexperienced will bring less harm by trying to innovate, than those, trying to keep status quo and resisting change. From this perspective, analysis of leadership of the Ukrainian universities demonstrates that, potentially, it could be one of the impediments to transformation.

Practical value. The obtained results allow us to affirm that a university leadership change is an inevitable prerequisite for the Ukrainian universities successful transformation.

Keywords: *education, Ukraine, university, university leadership*

Introduction. Much ink has been spilled on democratization of post-socialist states in Eastern Europe. Each country is unique in its successes and challenges, but one thing is certain – education system is one of the key pillars for preserving what has been achieved and preventing the return of an old system. Being in power for several decades, the former elite was quick to build a 'democratic' facade and hide behind it, waiting for a perfect moment to strike back [1]. Therefore, it is extremely impor-

tant to educate next generations in such a way that they perceive new democratic rules of the game as the only acceptable way of conduct. Schools and, especially, universities (that often serve as a platform for start of independent life) must form habits that would be difficult to change. A rather primitive example (though quite illustrative) is that impolite attitude towards potential buyers, typical for the Soviet era, is no longer tolerated by younger people and they tend to vote with their money against businesses that fail to recognize that. Once such patterns of behavior are formed, it is very hard to reverse the trend.

At the same time, education is rarely treated as a top priority for reforms. Both national governments and international community, supporting the transition process, tend to focus on other things that bring more tangible results and qualify for quick wins, while education is by its nature very conservative and slow to changes. As a result, former Communist elites are not just still present among universities' leadership, but clearly dominate the decision-making processes (for example O. Bazaluk [1], J. Ušiak [2], and others). Here, the construction of democratic façade is particularly visible as young students that never lived under Soviet rule very quickly pick up the so called 'sovok' way of doing things. And while it is not a bad idea to keep the most prominent academics in the system, allowing them to share their knowledge and experience as long as possible their monopoly on leadership positions has a negative overall impact on higher education in Ukraine. They are very creative in developing paths to preserve this status quo. One of the most paradoxical 'inventions' is an argument on unique character of the Ukrainian education and research systems [3]. According to it, being superior to European counterparts, these systems must resist any changes as they will weaken or even destroy them. Frequently, this claim is followed by a broad discussion about 'true' essence of university as that which should be treated as a 'temple', contributing to the greater good as opposed to mechanically satisfying constantly changing societal demands for education.

To preserve this unique role of universities, leadership positions must be kept for loyal representatives of the system and each person, getting ready to leave a post, must bring up 'the heir' that would continue conducting business with no or minimal changes.

These myths, along with many arguments of a similar kind, are dangerous not only to development of the Ukrainian higher education system but also to democratic transition process in general. As stated before, prevailing majority of university students are young people, for whom entering the higher education institution means beginning their independent lives. They learn to take responsibility for themselves and make decisions. Thus, being exposed to a malfunctioning system, the youth accepts it as a right one and reproduces observed patterns of behavior both in university and beyond (O. Bazaluk [4]; I. Liashenko [5], and others).

One more important factor should also be taken into account, when talking about higher education. Currently, it is undergoing a major process of rethinking its main purpose. With new forms of educational services (such as Coursera, or Ukrainian equivalent 'Prometheus') practically all information is easily available online, education is taking even more rapid turn toward guiding the learning process and providing skills as opposed to actually serving as a knowledge provider. Universities that pick up this trend become the top ones, while the Ukrainian higher education facilities are still at least two steps behind, resisting building even the 'old' (current) model that is also becoming outdated. With university leadership opposing the reforms, it is hard to imagine how the Ukrainian universities can ever catch up [6].

Therefore, it is argued that, among many other important factors, generation change in university leadership can help the Ukrainian universities take a leap to modernization and succeed. It is beyond any doubts that, while university governance is not a single contributing factor for success, higher educational facilities will benefit from such generation change in many ways. First, being in the system for many years, current universities' leaders fail to think outside of the box and recognize the innovations that must be implemented. Moreover, since the average age of rectors, faculty deans and department chairs is rather high, in the Ukrainian situation it means that their career progressed during the Soviet era or in the first years of independence. Taking the position, they had a different model of governance and higher education in general, dominating in their mindsets, so made attempts to recreate them in their domains. Finally, most university leaders at different levels lack knowledge, needed for effective modernization of their facilities such as management training or knowledge of a foreign language. The only reason to be elected is based on academic merit, which is important but should be complemented by other skills as today the rector, dean and even department chair are doing more and more representative work, fundraising, media relations and others [7]. Realities of the Ukrainian universities show that a generation change is an inevitable prerequisite for their successful transformation.

Analysis of the recent research. Background. The matter of age and duration of terms of office for higher education facilities' leaders has not received broad scholarly attention in Ukraine yet. This issue has been raised mostly by the media, showing concrete cases of power abuse, corruption or other misconduct by university rectors, faculty deans and heads of departments [8]. Proposed solution was to introduce term limits (to two years for all levels) and this clause has been included in the new law on higher education. However, it is important to recognize that it is not enough. Current rectors, deans and department heads will still hold their posts for almost ten years and, more than likely, will pass it to loyal and obedient heirs with the only function to preserve the status quo.

At the same time, the matter, raised in this article, has been on the agenda for the past years in many other countries. On the one hand, it is believed that university presidents should come from academia and have longer terms to implement their initiatives. For instance, Benjamin Ginsberg in his "The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters" analyzes US universities and concludes that having a rector with no or limited academia background, negatively influences the quality of education. While such persons can be successful in business, they lack clear understanding of university functioning. Being used to strict hierarchy and following orders, they will have hard time operating in the environment of academic freedom and creativity. To get things done, they might attempt to impose more business-like rules, which will ruin the atmosphere that makes universities unique and promotes new thinking [9].

Having short terms due to term limits or burden of the job that force early retirement from this position, the rectors fail to implement the changes they were elected for. Even for the ‘insiders’, it takes time to get fully acquainted with all peculiarities of the position. The rector must form relations with the stakeholders from the perspective of new role, gather and aggregate their expectations, and develop a strategy in line with the demand from all of them. Therefore, if the term is short, the time to leave comes, when the person only starts implementing new initiatives.

On the other hand, such arguments are definitely valid for developed democracies and well-functioning universities and might be true for Ukraine in several decades. At the moment, however, it is more important to make necessary transformation in the shortest possible time and move forward along with the most prominent world higher education facilities, meeting new challenges that occur on the way. According to James Derounian, “Decent administration can and should be an aid to learning and teaching, not an obstacle” [10]. In this regard, the problem with post-Soviet higher education in Ukraine is two-folded. Coming from academia and having very tight relations with others in the system (otherwise, the career rise would be simply impossible), new rectors are usually hesitant to introduce changes, especially much needed radical ones. Upon retirement, they are likely to return to teaching, thus, worry about future careers as they may lose their post at any time. Nevertheless, feeling pressure from the larger community and government, they are forced to push at least some transformations. It leads to imitation of reforms, good enough to satisfy as many stakeholders as possible but at the same time as minimal as they can be. Social media posts of educators from different institutions frequently contain complaints of imitations of reforms. For instance, the leadership presents new changes that are required from the institution but openly states that no real activities will take place with lengthy ‘report’ being the only ‘output’. An example of such approach can be also found in the abovementioned article, when the author describes, how an influential university committee was ‘fighting’ students’ disengagement – simply by docking marks for not turning up to lectures [10].

Much inspiration can be found in the literature on Polish higher education reform [11]. Having a much worse starting position, Polish universities managed to quickly transform and improve both in teaching and governance aspects. In 2014, one of the top Polish reformers Leszek Balcerowicz called the universities ‘the worst remaining beachhead of real socialism in Poland’ [12]. Moreover, assessment reports, conducted by respected international agencies, demonstrate that the model of governance remains among the biggest barriers that impede development of the Polish higher education. For instance, the World Bank describes it as a model of ‘academic oligarchy’ as university management is elected on the basis of academic seniority solely as opposed to managerial skills [12].

This problem is even larger with regard to the Ukrainian higher education institutions. According to O. Ba-

zaluk [1] and D. Nelipa [2], communist ideology is still present in teaching that is full of stereotypes and dogmatic thinking.

Methods. The first step of the analysis of the abovementioned problem is to create a list of top universities in Ukraine. Each year, a consolidated rating of the Ukrainian higher educational facilities is produced (<http://ru.osvita.ua/vnz/rating/51741/>). It will be used as a starting point for analysis with two modifications. With regard to special situation in the Eastern regions of Ukraine, two universities, working in exile (Donetsk National Technical University and Vasyl Stus Donetsk National University), will not be taken into consideration as they have special circumstances that influence their development. As a result, the list of top-20 universities in Ukraine in 2017, used for this analysis, is such as presented in a Table 1.

The next step was to analyze the age of current rectors, duration of their term, and duration of the term of their predecessors. The findings were systematized in Table 2.

The findings can also be presented in a form of chart. Fig. 1 shows the percentage of different age groups among rectors of the top 20 Ukrainian universities, Fig. 2 – duration of their terms, Fig. 3 – duration of the terms of current and previous rectors of the top 20 universities.

Table 1

Top 20 Ukrainian universities in Ukraine, according to consolidated rating

№	Title of the institution
1.	Taras Shevchenko National University of Kyiv
2.	National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”
3.	V. N. Karazin Kharkiv National University
4.	Ivan Franko National University of Lviv
5.	National Technical University “Kharkiv Polytechnic Institute”
6.	Lviv Polytechnic National University
7.	Sumy State University
8.	Odessa I. I. Mechnikov National University
9.	Yuriy Fedkovych Chernivtsi National University
10.	The National University of Life and Environmental Sciences of Ukraine
11.	Oles Honchar Dnipro National University
12.	National University of Kyiv-Mohyla Academy
13.	National Aerospace University “Kharkiv Aviation Institute”
14.	National Aviation University
15.	Kharkiv National University of Radioelectronics
16.	Vasyl Stefanyk Precarpathian National University
17.	National University of Food Technologies
18.	Uzhhorod National University
19.	Danylo Halytsky Lviv National Medical University
20.	Odessa National Polytechnic University

Table 2

Findings on age and term duration of university rectors in Ukraine

No	Title of the institution	Current rector's age	Current rector's years in office	Previous rector's year in office
1	Taras Shevchenko National University of Kyiv	76	9	23
2	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	67	25	5
3	V. N. Karazin Kharkiv National University	71	19	5
4	Ivan Franko National University of Lviv	65	3	17
5	National Technical University "Kharkiv Polytechnic Institute"	65	2	16
6	Lviv Polytechnic National University	72	10	8
7	Sumy State University	67	13	
8	Odessa I. I. Mechnikov National University	62	7	15
9	Yuriy Fedkovych Chernivtsi National University	69	12	4
10	The National University of Life and Environmental Sciences of Ukraine	61	3	30
11	Oles Honchar Dnipro National University	71	19	12
12	National University of Kyiv-Mohyla Academy	55	3	7
13	National Aerospace University "Kharkiv Aviation Institute"	71	19	15
14	National Aviation University	63	1	1
15	Kharkiv National University of Radioelectronics	62	5	19
16	Vasyl Stefanyk Precarpathian National University	53	5	7
17	National University of Food Technologies	63	10	No data
18	Uzhhorod National University	56	3	2
19	Danylo Halytsky Lviv National Medical University	77	19	No data
20	Odessa National Polytechnic University	63	7	23

At the same time, the rector's position in Ukraine, especially in the top universities, can have political tone. For instance, the longtime rector of Taras Shevchenko National University of Kyiv Victor Skopenko was suddenly dismissed from his post by President Victor Yushchenko (<http://zakon3.rada.gov.ua/laws/show/410/2008>). Even though the rector's performance received

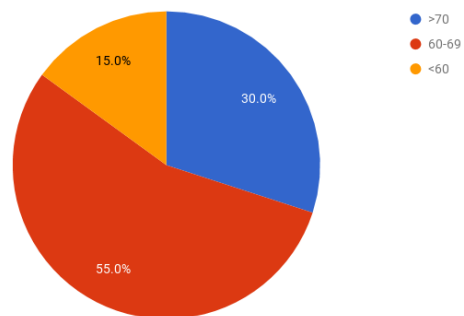


Fig. 1. Age of rectors of the top Ukrainian universities, years

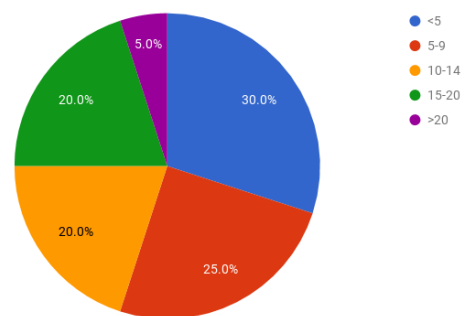


Fig. 2. Term duration of current rectors of the top Ukrainian universities, years

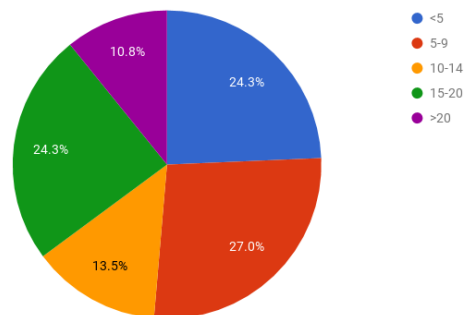


Fig. 3. Term duration of current and previous rectors of the top Ukrainian universities, years

numerous complaints, such a decision was unexpected for university community so it was believed to be at least to a certain degree political. Besides, later he was replaced with another senior academic with many decades of experience in the same university. Thus, further analysis of the situation in a single university is needed. In this case, Taras Shevchenko National University of Kyiv as a top university, according to many ratings, has been selected [13]. The situation at the university with regard to age of faculty deans of the abovementioned university has been presented in Fig. 4, duration of their terms – in Fig. 5, age of department heads – in Fig. 6, duration of terms of department heads – in Fig. 7.

In addition, the data on age of department heads of different faculties has also been collected and analyzed. It is presented in a form of chart in Fig. 8 and Fig. 9.

Discussion. Even with the first look at the data, the observer can clearly see the point, made in this article.

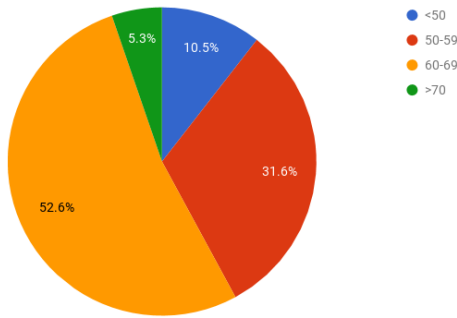


Fig. 4. Age of Faculty Deans of Taras Shevchenko National University of Kyiv, years

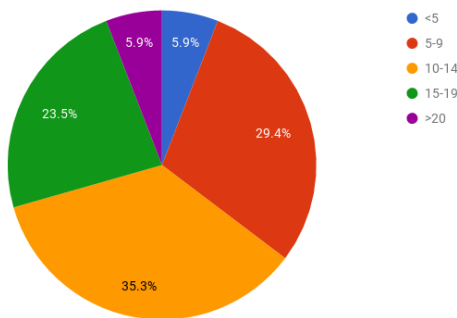


Fig. 5. Duration of terms of Faculty Heads of Taras Shevchenko National University of Kyiv, years

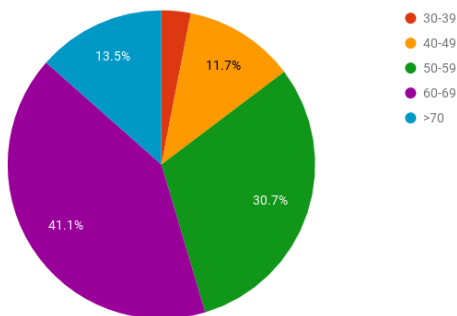


Fig. 6. Age of Department Heads of Taras Shevchenko National University of Kyiv, years

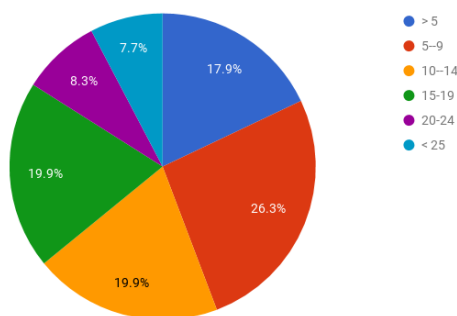


Fig. 7. Duration of terms of Department Heads of Taras Shevchenko National University of Kyiv

Once again, it is not intended to discriminate a person solely on the basis of age or number of years in office, but, with regard to the Ukrainian situation, a generation change entails more than simply kicking the older people out. It means minimizing the influence of Soviet

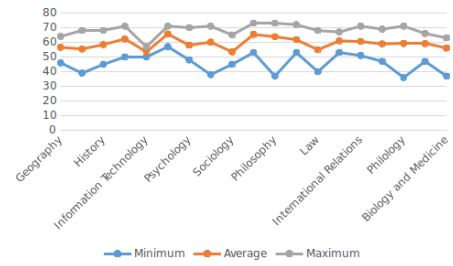


Fig. 8. Age of Department Heads of Taras Shevchenko National University of Kyiv, by Faculty

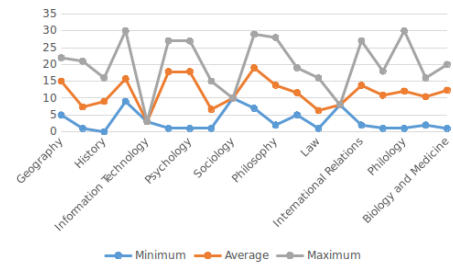


Fig. 9. Duration of terms of Department Heads of Taras Shevchenko National University of Kyiv, by Faculty

legacy on the universities and new additions to it, created in the first post-Soviet years. Those arguing for importance of ‘new blood’ in the Ukrainian governance at all levels, often state that the young and unexperienced will bring less harm by trying to innovate, than those, trying to keep status quo and resisting change. From this perspective, analysis of leadership of the Ukrainian universities demonstrates that, potentially, it could be one of the impediments to transformation.

The data shows that the average age of the rectors in the top Ukrainian universities is 65. The youngest is the rector of Vasyl Stefanyk Precarpathian National University, who is 53, the oldest – the rector of Danylo Halytsky Lviv National Medical University, who is 77 (Table 1). The majority of them (55 %) are in their 60s, 30 % in their 70s and only 15 % in their 50s (Fig. 1). Moreover, the rectors tend to hold this position for a rather long time. Average term equals 9.7 years. The rector of National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, who had this post for 25 years, holds the absolute record. He is the only one, holding the post for over than 20 years. 25 % of the rectors serve for 5–9 years (Fig. 2). Four rectors (20 %) were elected or appointed 19 years ago, six of them have held their positions for three years of less. They are from the following universities: Ivan Franko National University of Lviv, National Technical University “Kharkiv Polytechnic Institute”, The National University of Life and Environmental Sciences of Ukraine, National University of Kyiv-Mohyla Academy, National Aviation University, Uzhhorod National University. In three of them, the rector changed recently but the previous ones held their positions for a rather long time. For instance, previous rector of The National University of Life and Environmental Sciences of Ukraine served for 30 years, despite scandals and attempts for leadership change. Another one

with newly appointed rector – the National Aviation University – is undergoing very turbulent times. The previous (acting) rector held his position for one year only and lost it, when was caught on taking bribe (<http://www.pravda.com.ua/news/2016/08/26/7118777/>).

In order to look into these data deeper, another column has been added to Table 2, showing the duration of term for previous rectors. There is no data openly available on all former rectors of top 20 universities so only those with such information will be considered. For this mixed group, an average term increases to almost 11 years with 24 % (9 out of 37) holding the position for less than five years, 27 % – for five to nine years, 14 % – for 10–14 years, 24 % – for 15–20 years, and 11 % – for over 20 years. Therefore, 49% of current and previous rectors of the top Ukrainian universities have served for over ten years (Fig. 3).

As it was previously stated, the age itself should by no means be considered a drawback. Many talented managers do a great job in their later years and seniority in academic community can actually be a significant asset. The discussion of various perspectives on this issue has been described in a corresponding section so here it is just important to stress that in the Ukrainian situation (true also for any other post-socialist country) it means that a large part of a person's professional development took part in socialist environment, influencing greatly the outlook and, especially, values [14, 15]. Once again, for this reason, a deeper analysis of Taras Shevchenko National University of Kyiv as the top university in Ukraine according to the aggregated rating has been conducted. Not all information is available on the web pages of the university, faculties, or the departments itself, so 19 data points, showing the age and term duration, have been analyzed.

Average age of current faculty deans at Taras Shevchenko National University of Kyiv is 61. The youngest dean is 41 and the oldest – 70. A little over half of the faculty heads are in their 60s, 32 % – in their 50s and only 11 % are younger than 50 (Fig. 4). 65 % of the faculty deans at the analyzed university have held their position for over 10 years, 6 % – for 20 years or more (Fig. 5). On average, the faculty heads serve almost for 11 years. The longest term in office has been served by the Dean of the Faculty of Philosophy, who holds this position for the past 22 years, and the Dean of the Faculty Geography, serving for the past 18 years.

The next step is analysis of age and duration term for the department heads. As with the faculty heads, not all information is accessible so 163 data points, showing the age and term duration, have been collected in total. Average age of the department heads in Taras Shevchenko National University of Kyiv is 59 with the youngest department head being 36 and the oldest – 73. Only 15 % of them are younger than 50 with 41 % being 60–69 and almost 31 % over 70 (Fig. 6).

Interesting observation can be made with regard to the term duration for the heads of departments. Average term duration equals almost 12 years with the maximum 30 years (Head of Department of Integral and Differential Equations of the Faculty of Mechanics and Mathe-

matics). Almost 18 % of department heads have held their position for less than 5 years, 26 % – from five to nine years, almost 20 % – for 10–14 and 15–19 years, a little over 8 % – for 20–25 years and 8 % – for over 25 years. (Fig. 7) This is especially remarkable, taking into consideration that due to limitation in the law on higher education (Article 55, Part 13), prohibiting holding more than one administrative post at a higher education facility (<http://zakon2.rada.gov.ua/laws/show/1556-18>). When this law entered force, the head of department was the first position to drop. It explains a relatively high percentage of new heads of departments as the deans, vice-deans, vice-rectors and others chose their other jobs. Out of 156, 13 heads of the departments have held their job for a year, seven – for two years, and two – for three years.

Maximum average age of the heads of departments is at the Faculty of Computer Science and Cybernetics (65.7 years old with the youngest head of department being 57 and the oldest – 71). Overall average age of the heads of departments is over 50 (Fig. 8). The longest terms are served at the Faculty of Mechanics and Mathematics (minimum term duration as of August 2017 is 9 years, average – almost 18, maximum – 30) (Fig. 9).

Conclusion. While the overall progress of the Ukrainian reforms is evident, the situation with education at all levels needs additional attention. For reasons that go beyond the scope of this research, education is rarely listed among priorities for international organizations, supporting Ukrainian reforms. An observer can frequently encounter an argument, emphasizing unique character of the Ukrainian educational and science systems which make it superior in comparison to its European counterparts thus should be preserved. Obviously, a closer look at the system clearly demonstrates that it is a myth and a rather dangerous one. It impedes further development of the Ukrainian education system and has indirect negative impact on its democratic transition. Proclaiming Ukrainian universities as having a special way of development helps maintaining the status quo, which means that representatives of old elite keep their jobs and influence.

There is no single opinion on the matter of elite change in the higher education system of post-socialist countries. On the one hand, frequent turnover of the administrative staff prevents them from finishing their job as intended. It takes a while for a person to become acknowledged with all the details of the system and how to spin it in the desired direction. On-the-job training is very important, but it takes precious time. Moreover, much attention should be paid to representational duties and, nowadays, fundraising. Thus, there is no perfect way to govern the universities and treat academic seniority and university experience with regard to electing a manager at any level. However, one important factor should be taken into consideration, when discussing this issue with regard to higher education in Ukraine (and in most post-socialist and especially post-Soviet countries). Older age and academic seniority here have one more flavor – they mean that a person for a significant portion of career worked under Soviet rule. While

this fact alone should not be considered a definite drawback and reason for negative personal characteristic, it is time to bring 'new blood' into the system that would push for much needed innovation, implement reforms and make education a major driver for democratic development.

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Управління вищою освітою в Україні: чи допоможе зміна покоління прискорити трансформацію?

Д. В. Неліпа, О. В. Батрименко, С. В. Руденко,
І. В. Ляшенко

Київський національний університет імені Тараса Шевченка, м. Київ, Україна, e-mail: d.v.nelipa@gmail.com; oleg_batrymenko@ukr.net; rudenkostrg@gmail.com; irina_lyashenko@univ.net.ua

Мета. Незважаючи на відносно успішні демократичні перетворення в різних областях політики, суспільного життя й культури, в Україні як і раніше спостерігається незначний прогрес у реформуванні системи освіти. Зміни, що відбуваються (наприклад, прийняття нового законодавства), не мають очікуваного ефекту й часто орієнтовані на поверхневий результат. У роботі обговорюється одна з можливих причин ситуації, що склалася: високий показник середнього віку та каденції управлінського складу університетів різних рівнів. У роботі автори доводять, що, хоча досвідчені вчені сприяють науковому та освітньому розвитку університету, вибір управлінських кадрів університетів виключно на основі їх великого наукового й педагогічного досвіду уповільнює темпи освітніх реформ і обумовлює збереження радянських традицій в управлінні освітою.

Методика. Результати дослідження були отримані шляхом застосування наступних методів: аналізу й синтезу при вивченні стратегій, програм, навчальних програм, рейтингів, що дозволяють проаналізувати основні напрями навчальної та наукової діяльності Київського національного університету імені Тараса Шевченка; методи систематизації й порівняння, що використовувались при визначенні сутності та особливостей керівництва університетів.

Результати. Автори стверджують, що серед багатьох інших важливих чинників зміна поколінь у керівництві університету може допомогти українським університетам зробити крок до модернізації. Поза всякими сумнівами, не дивлячись на те, що управління університетом не є одним із факто-

рів, що сприяють успіху, вищі навчальні заклади виграють від таких змін покоління. По-перше, перебуваючи в системі протягом багатьох років, нинішні керівники університетів не можуть думати за межами стереотипів і визнати інновації, що повинні бути реалізовані. Більш того, оскільки середній вік ректорів, деканів факультетів та завідувачів кафедрами досить високий, в українській дійсності це означає, що їхня кар'єра розвивалася в радянські часи або в перші роки незалежності. У ті часи була інша модель управління й вищої освіти в цілому, яку вони намагаються відтворити у своїй діяльності. Нарешті, більшості керівників університетів на різних рівнях бракує знань, необхідних для ефективною модернізації навчальних закладів, наприклад, навичок управління або знань іноземних мов. Єдина причина бути обраним на посаду заснована на академічних достоїнствах, що важливо, але має бути доповнене іншими навичками, так як сьогодні ректор, декан і навіть завідувач кафедри роблять усе більше представницької роботи, збору коштів, відносин зі ЗМІ та інше. Реалії українських університетів показують, що зміна поколінь є неминучою передумовою для їх успішної трансформації.

Наукова новизна. У роботі автори не намагаються дискримінувати людину виключно за віком або кількістю років перебування на керівній посаді. Однак, у ставленні до ситуації в Україні зміна поколінь тягне за собою не просто позбавлення від літніх людей. Це означає мінімізацію впливу радянської спадщини на університети й нові доповнення до нього, створені в перші пострадянські роки. Ті, хто наполягає на важливості „нової крові“ в українському управлінні на всіх рівнях, часто заявляють, що молоді та недосвідчені принесуть менше шкоди, намагаючись упровадити інновації, ніж ті, які намагаються зберегти статус-кво й чинити опір змінам. Із цієї точки зору, аналіз керівництва українських університетів демонструє, що потенційно вони можуть стати однією з перешкод для трансформації українських університетів.

Практична значимість. Отримані результати дозволяють стверджувати, що зміна університетського керівництва є неминучою попередньою умовою успішної трансформації українських університетів.

Ключові слова: *освіта, Україна, університет, управлінські кадри університетів*

Управление высшим образованием в Украине: поможет ли смена поколения ускорить трансформацию?

Д. В. Нелипа, О. В. Батрименко, С. В. Руденко, И. В. Ляшенко

Киевский национальный университет имени Тараса Шевченко, г. Киев, Украина, e-mail: d.v.nelipa@gmail.com; oleg_batrymenko@ukr.net; rudenko@ukr.net; irina_lyashenko@univ.net.ua

Цель. Несмотря на относительно успешные демократические преобразования в различных обла-

стях политики, общественной жизни и культуры, в Украине по-прежнему наблюдается незначительный прогресс в реформировании системы образования. Изменения, которые происходят (например, принятие нового законодательства), не имеют ожидаемого эффекта и часто ориентированы на поверхностный результат. В работе обсуждается одна из возможных причин сложившейся ситуации: высокий показатель среднего возраста и тенденции управленческого состава университетов разных уровней. В работе авторы доказывают, что, хотя опытные ученые способствуют научному и образовательному развитию университета, выбор управленческих кадров университетов исключительно на основе их большого научного и педагогического опыта замедляет темпы образовательных реформ и обуславливает сохранение советских традиций в управлении образованием.

Методика. Результаты исследования были получены с помощью следующих методов: анализа и синтеза при изучении стратегий, программ, учебных планов, рейтингов, которые позволяют анализировать основные направления учебной и научной деятельности Киевского национального университета имени Тараса Шевченко; систематизирующие и сравнительные методы, которые использовались при определении сущности и особенностей руководства университетами.

Результаты. Авторы утверждают, что среди многих других важных факторов изменение поколений в руководстве университета может помочь украинским университетам сделать шаг к модернизации. Вне всяких сомнений, несмотря на то, что управление университетом не является одним из факторов, способствующих успеху, высшие учебные заведения во многом выиграют от таких изменений поколения. Во-первых, находясь в системе на протяжении многих лет, нынешние руководители университетов не могут думать за пределами сложившихся стереотипов и признать инновации, которые должны быть реализованы. Более того, поскольку средний возраст ректоров, деканов факультетов и заведующих кафедрами достаточно высок, в украинской действительности это означает, что их карьера развивалась в советские времена или в первые годы независимости. В те времена была другая модель управления и высшего образования в целом, которую они пытаются воссоздать в своей деятельности. Наконец, большинству руководителей университетов на разных уровнях недостает знаний, необходимых для эффективной модернизации учебных заведений, например, навыков управления или знаний иностранных языков. Единственная причина быть избранным на должность основана на академических достоинствах, что важно, но должно быть дополнено другими навыками, так как сегодня ректор, декан и даже заведующий кафедрой делают все больше представительной работы, сбора средств, отношений со СМИ и т. д. Реалии украинских университетов показывают, что изменение поколений является не-

избежной предпосылкой для их успешной трансформации.

Научная новизна. В работе авторы не пытаются дискриминировать человека исключительно по возрасту или количеству лет пребывания на руководящей должности. Однако в отношении к ситуации в Украине изменение поколений влечет за собой не просто избавление от пожилых людей. Это означает минимизацию влияния советского наследия на университеты и новые дополнения к нему, созданные в первые постсоветские годы. Те, кто настаивает на важности „новой крови“ в украинском управлении на всех уровнях, часто заявляют, что молодые и неопытные принесут меньше вреда, пытаясь внедрить инновации, чем те, которые пытаются сохранить статус-кво и сопротив-

ляться изменениям. С этой точки зрения, анализ руководства украинских университетов показывает, что потенциально они могут стать одним из препятствий для трансформации украинских университетов.

Практическая значимость. Полученные результаты позволяют утверждать, что смена университетского руководства является неизбежным предварительным условием успешной трансформации украинских университетов.

Ключевые слова: образование, Украина, университет, управленческие кадры университетов

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